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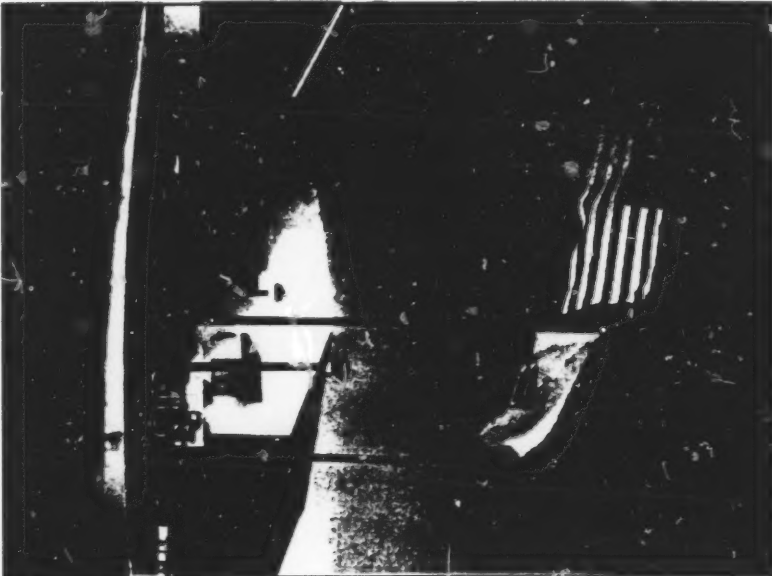
ABSTRACT

This is a report on the institutional effectiveness assessment of Santa Barbara Community College (SBCC) (California) for the 2000-01 fiscal year. The report focuses on five main topics: student access, student success, human resources, fiscal resources, and physical resources. Report highlights include: (1) SBCC has shown an increase in student applications and admissions over the last 5 years--in 2000, there were 9,971 applications received; (2) the overall and full-time student headcount have increased 17% and 6%, respectively--in 2000, headcount totaled 14,230; (3) the number of associate degrees awarded declined 4% from the last fiscal year, but, excluding last year, the total was higher than the three previous years at the community college; (4) awarded certificates increased 37% from last year; (5) the transfer rate at SBCC has remained fairly constant over the last five years; (6) 22% of the students who entered SBCC in 1998-99 transferred to four-year institutions; (7) generally more women and fewer minorities are being employed at the community college; and (8) minorities have a slight increase in staff appointments. The report includes tables with specific statistical information, along with future recommendations for continued improvement in institutional effectiveness. (MKF)

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Santa Barbara City College Institutional Effectiveness Annual Report 2000-2001



November 2001

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Institutional Effectiveness

Annual Report

2000-2001

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November 2001

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FROM THE PRESIDENT

Santa Barbara City College is dedicated to excellence in providing higher education for the South Coast region. A key factor in ensuring educational quality is conducting an ongoing assessment of the College's effectiveness. Assessment measures past performance and identifies areas for future improvement and growth.

This document contains SBCC's comprehensive assessment of institutional effectiveness. The ongoing evaluation reflects the commitment of many individuals within the College to examine our institutional strengths and identify areas for improvement. Such an assessment of the College's effectiveness is reported annually to the Board of Trustees and the College community.

The report is divided into four major areas related to the College's mission, functions, and resources. These topic areas include: **Student Access; Student Success; Human Resources; and Fiscal and Physical Resources.**

The report results from the College's many evaluation, planning, and resource allocation processes. The planning process is guided in general by the SBCC Mission Statement and specifically the *College Plan*. The College Plan lists specific goals that the College community has identified as necessary to enhance and maintain a superior level of performance. The mission and goals are used as the basis for developing measures of institutional effectiveness. In addition, the measures address the goals of the Partnership for Excellence, a State initiative with the purpose to expand the contribution of California Community Colleges in five areas: degrees and awards, transfers, successful course completion, basic skills improvement, and workforce development.

Recognition should go to the following for their efforts in completing this project: Andreea Serban and Steven Fleming for data collection, analysis and report preparation; and Jack Friedlander, who served as project advisor.

The primary purposes of the Institutional Effectiveness Report are to guide the improvement of SBCC's instructional and student services programs, and support the development of initiatives designed to promote student success. The results from this evaluation will assist us in achieving those fundamental purposes.

Peter R. MacDougall
Superintendent/President

CHAPTER I STUDENT ACCESS

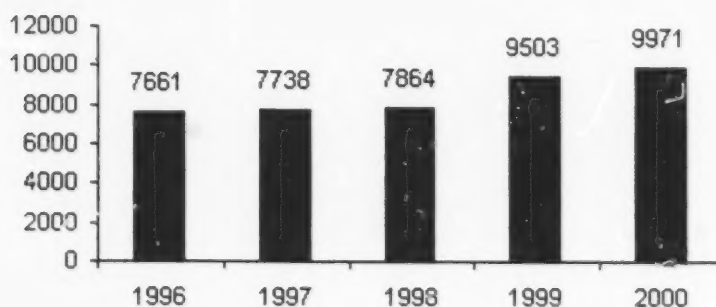
In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high-quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language skills, socioeconomic background, or disability.

Assessment Measures

Applications for Admission

Between Fall 1996 and Fall 2000 there was a 30% increase in applications for admission to SBCC (see Figure 1). Most of the increase occurred in Fall 1999 and 2000 due to the creation of new programs such as the Employee University and the Online College and the significant expansion of the Dual Enrollment Program, which allows high school students to concurrently enroll in college courses.

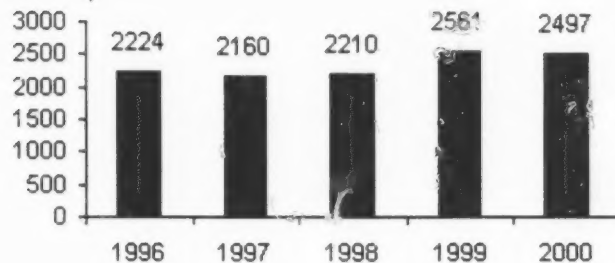
Figure 1. SBCC Applications for Admission
Fall 1996 - Fall 2000



First-time Freshmen

The number of first-time freshmen has increased by 12% over the five year period (see Figure 2). First-time freshmen represent close to 18% of the total student population.

Figure 2. SBCC First-Time Freshmen
Fall 1996 - Fall 2000

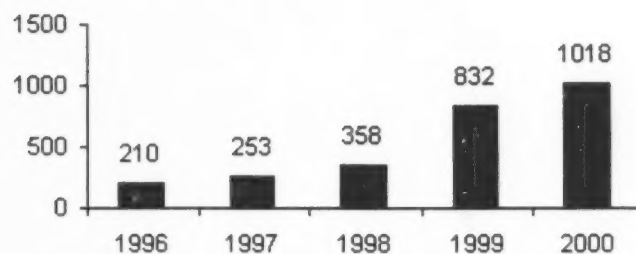


NOTE: Where appropriate, charts have been updated for all five years to reflect final rather than preliminary census counts included in prior reports. Final census counts include enrollments in late start classes.

High School Students Attending SBCC

The College has enhanced its outreach to local high schools providing more opportunities for students to enroll in college level courses while in high school. Beginning in Fall 1999, the Dual Enrollment Program has been expanded significantly. The number of high school students attending classes offered by SBCC, either at high school campuses or at the college, increased by 381% between Fall 1996 and Fall 2000 (see Figure 3).

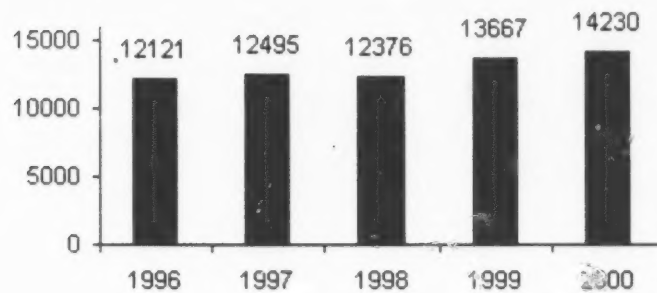
Figure 3.
High School Students Attending SBCC
Fall 1996 - Fall 2000



Student Headcount Enrollment

With the exception of Fall 1998, the credit student headcount has increased steadily over the period. Fall 2000 represented a 17% increase over Fall 1996 and a 4% growth over Fall 1999 (see Figure 4). Most of the increase in the last two years has been off campus (e.g., Employee University, Dual Enrollment) and online.

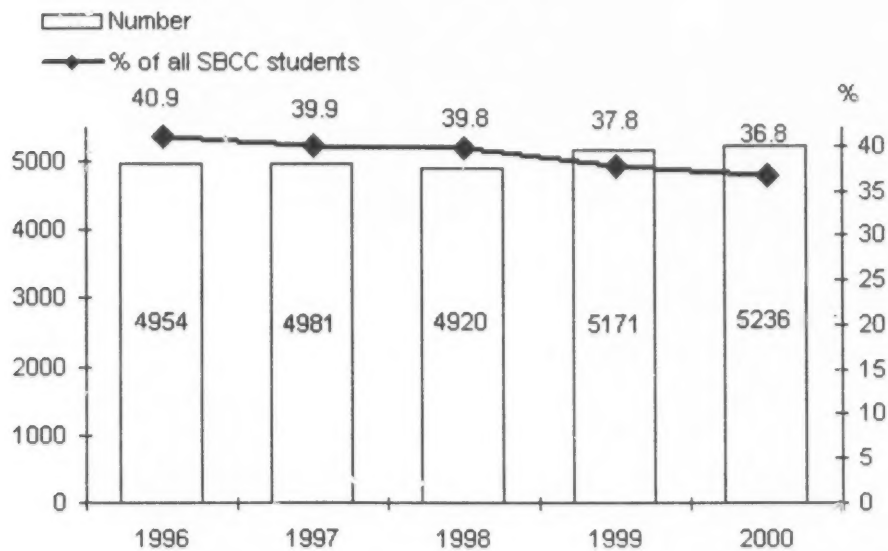
Figure 4. SBCC Credit Headcount Enrollment
Fall 1996 - Fall 2000



Full-time Student Headcount

The number of full-time students (enrolled in 12 or more units) has increased by 6% over the period (see Figure 5). However, the percentage of full-time students of all SBCC students has declined between Fall 1996 and Fall 2000 primarily because of the increase in high school students and Employee University students who attend SBCC on a part-time basis. In Fall 2000, full-time students represented 37% of all SBCC students.

Figure 5. SBCC Full-time Students
Fall 1996 - Fall 2000



Online Courses

In an effort to increase student access and provide alternative instructional delivery, the College began offering online courses in Fall

1998. From only two online courses with an enrollment of 45 students in Fall 1998, the College has expanded to 37 different courses with an enrollment of 1,300 students in Fall 2000.

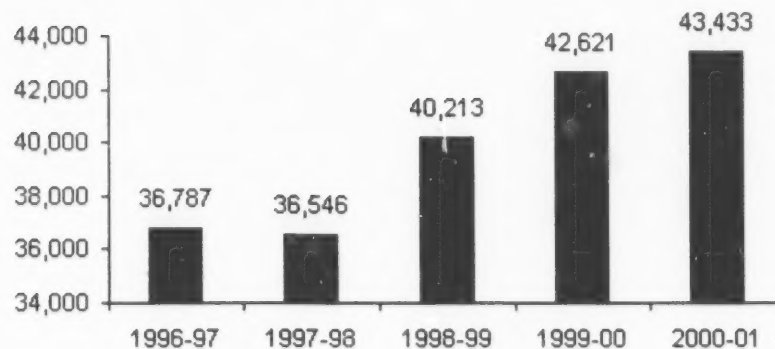
Percentage of District Adult Population Served by the Credit Program

The Fall 2000 credit students 18 years of age or older - 13,125 - represent close to 9% of SBCC District's adult population.

Percentage of District Adult Population Served by the Non-credit Program

In 2000-01, SBCC's Continuing Education Division has served 43,433 students or 28% of the District's adult population. The number of unduplicated continuing education students served each year from 1996-97 to 2000-01 is shown in Figure 6. When the credit and non-credit students are combined, SBCC served 37% of the College's District adult population.

Figure 6.
Continuing Education Annual Unduplicated Enrollment
1996-97 to 2000-01



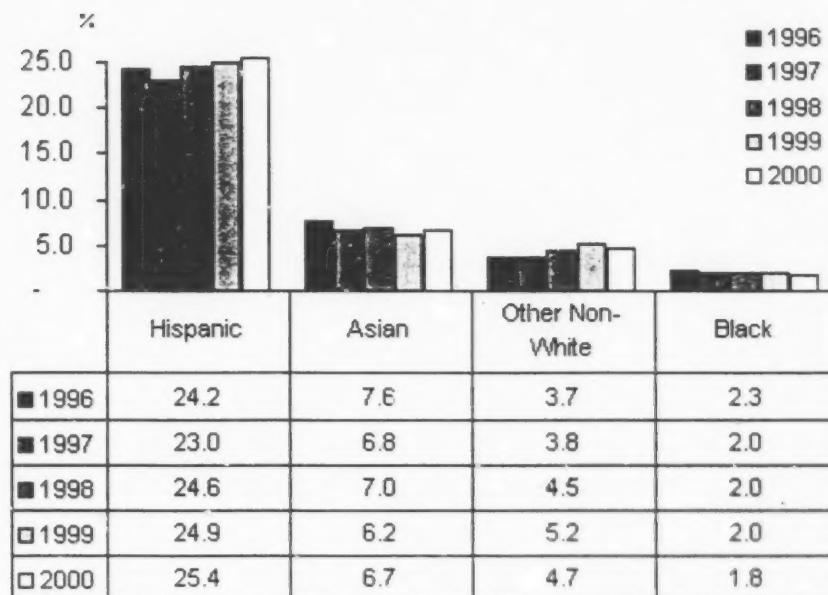
***First-Time SBCC Students from the District's Public High Schools
(San Marcos, Santa Barbara, Dos Pueblos, and Carpinteria)***

The percentage of local public high school graduates 19 or younger enrolling as first-time freshmen at SBCC in Fall 2000 was 46%.

SBCC Student Ethnic Composition Compared to the District's Adult Population

The ethnic composition of SBCC students enrolled in credit programs over the past five years has closely mirrored that of SBCC District's adult population. In Fall 2000, 25.4% of SBCC students enrolled in credit programs were Chicano/Latino (see Figure 7), slightly higher than the 24.4% represented within the District's adult population. 6.7% of the enrolled students were Asian compared to 4.8% for the District's adult population and 1.8% of enrolled students were African-American compared to 1.4%. In Fall 2000, 38.6% of all SBCC students were from underrepresented ethnic groups, fostering a climate of social and cultural diversity. Increasing student, faculty, and staff awareness, appreciation and responsiveness to this diversity is important for maintaining a campus climate that is open and welcoming for students.

Figure 7. Percentage of Underrepresented Credit Students
Fall 1996 - Fall 2000

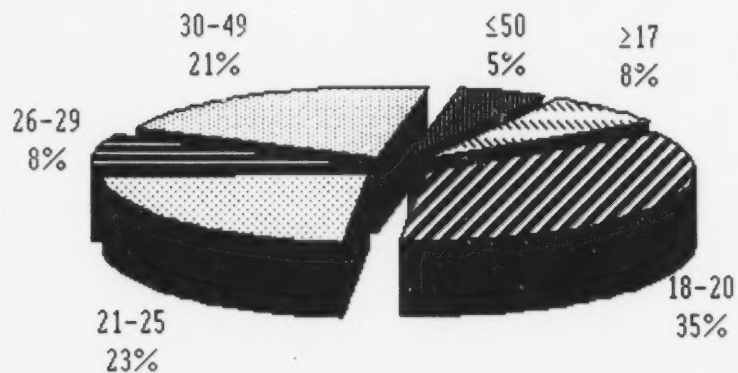


Credit Participation Rates by Gender and Age

Over the past five years, participation in SBCC's credit programs by gender has remained stable with genders represented almost equally. In terms of age, the expansion of the high school Dual Enrollment Program has led to an increase in the percentage of students 17 or younger, which represented 8% of the student population (see Figure 8) compared to 3% in Fall 1996. The largest category of participants continues to be 18 to 25

years olds, representing 58% of all credit students. There has been a slight decrease over the period in the 26 to 29 years old and the 50 and over age groups, respectively. The number of students 30 or older has increased mainly due to the new Employee University program.

Figure 8. Credit Student Enrollment by Age
Fall 2000

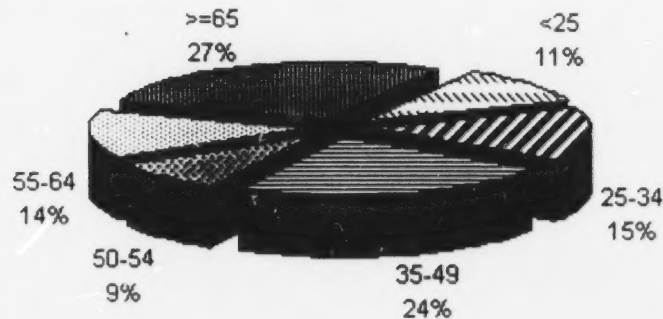


Non-credit Participation Rates by Ethnicity and Age

The ethnic composition of SBCC students in Continuing Education programs is fairly close to the District's adult population. For example, Chicano/Latino participation represented 21.7% of all students in Continuing Education programs during the 2000-01 academic year, slightly less than 24.4% for the District's adult population. Asian students represented 4.3% compared to 4.8% in the District. Black students constituted 1.2% compared to 1.4%.

Annual participation in the Continuing Education Program by age group has changed slightly in 2000-01 compared to the prior year. The most significant change is that the percentage of students 65 or older has increased to 27% from 21% (see Figure 9).

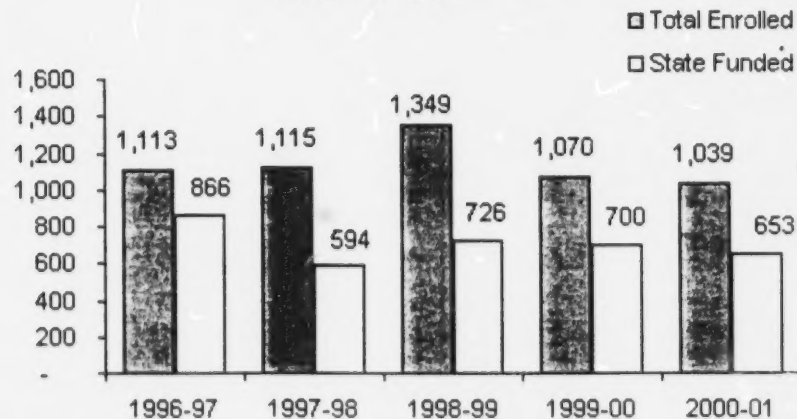
Figure 9. Non Credit Student Enrollment by Age
2000-01



Number of Students with Disabilities Attending SBCC

Over the past five years, the number of students with disabilities enrolled in credit programs has fluctuated, increasing between 1996-97 and 1998-99 and declining in 1999-00 and 2000-01 (see Figure 10). In 2000-01, SBCC's Disabled Student Programs and Services qualified to receive state funding for 653 students. This represents a 10% funding increase from 1997-98, a year when state funding declined.

Figure 10. Number of Students Enrolled With Disabilities
and Number Receiving State Funding
1996-97 to 2000-01



Number of International Students Attending SBCC

The number of foreign nationals attending SBCC has increased by 15% between Fall 1996 and Fall 2000 (see Figure 11). Of the 617 foreign nationals attending SBCC in Fall 2000, 495 had student visas. The number of students in this latter group has increased between 1996 and 1998 but declined in 1999 and 2000. International students with student visas represented 3.5% of the total credit students in Fall 2000. The College has continued to offer study abroad courses each term to provide students with international education experiences.

Figure 11. Credit Students - Foreign Nationals
Who Are Not Permanent US Residents
Fall 1996 - Fall 2000

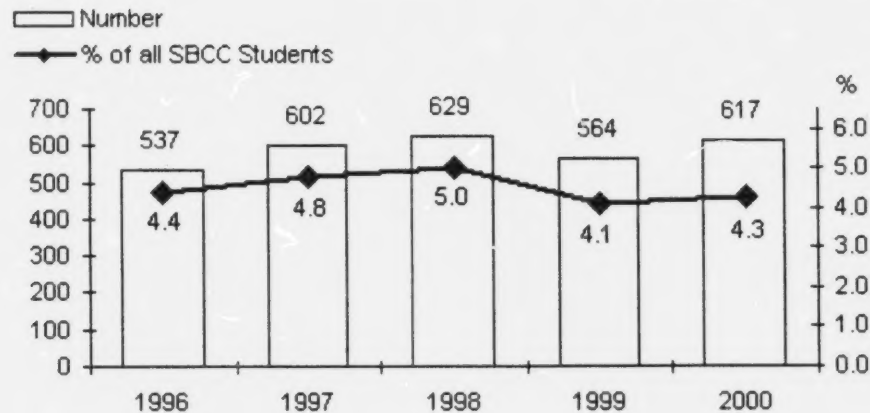
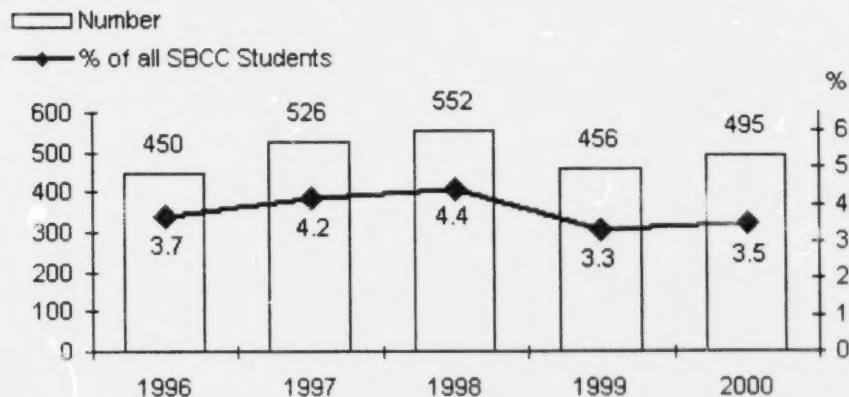


Figure 12. Credit Students with Student Visas
Fall 1996 - Fall 2000



Institutional Effectiveness in the Area of Student Access

Over the past five years the College has made substantial progress in enhancing student access. The College has created new instructional options through its Online College and Employee University and expanded existing programs to ensure that all segments of the population in the District can take advantage of an affordable higher education. SBCC has been successful in developing and maintaining a student body that reflects the diversity of the College's service area in terms of gender and ethnicity. The College's mix of credit and non-credit instructional programs enhances this diversity.

College Action in the Area of Student Access

The College will continue its educational efforts for students, faculty, and staff in understanding and appreciating the social, demographic, and cultural diversity within the College community. SBCC will continue to fulfill its responsibilities to accommodate students, predominantly local, who seek the essential advantages that higher education provides.

CHAPTER II

STUDENT SUCCESS

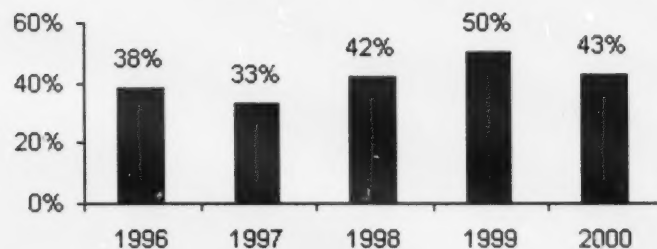
Tracking the success of students in meeting their educational goals is the primary focus of this assessment effort.

Assessment Measures

Preparation of Applicants to SBCC

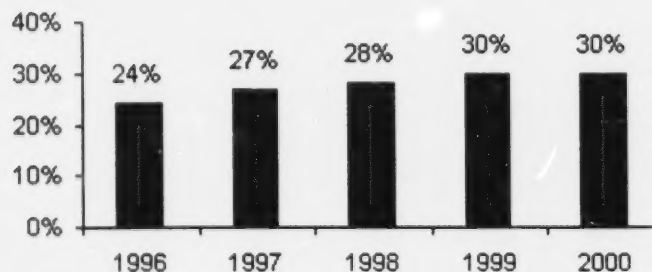
Over the past five years, there has been a fluctuation in the percentage of applicants eligible for college-level English writing (English 110: English Composition). After a high of 50% in 1999, the percentage declined to 43% in 2000, a level similar to 1998 (see Figure 13).

Figure 13. Percentage of Applicants Eligible for
College-Level English Writing
Summer/Fall 1996 - Summer/Fall 2000



After a steady increase during the first four years of the period, the percentage of applicants eligible for college-level Math has remained at 30% in 2000.

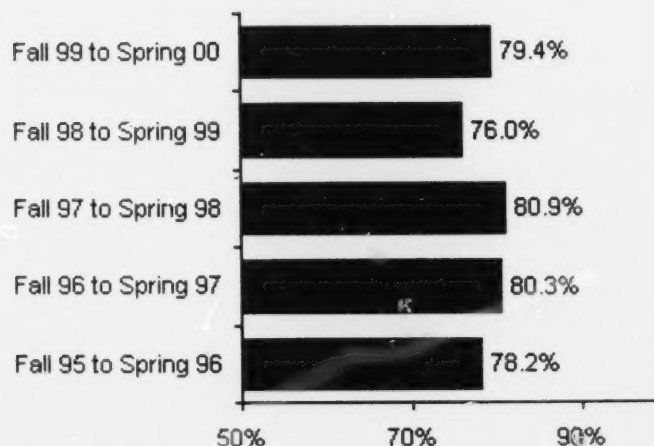
Figure 14. Percentage of Applicants Eligible
for College Level Math
Summer/Fall 1996 to Summer/Fall 2000



Persistence Rates of Newly Matriculated Students

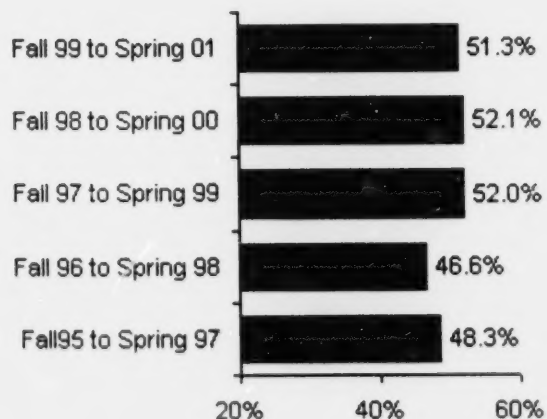
The first-to-second semester persistence rates of newly matriculated students has been relatively stable over the last five cycles. After a decline for the Fall 1998 cohort - 76% - the rate has increased to 79.4% for the Fall 1999 cohort, a level comparable to the first three cycles (see Figure 15).

Figure 15.
Persistence Rate of Newly Matriculated Students
Fall to Next Spring



First-to-fourth semester persistence rates of SBCC newly matriculated students increased from 48.3 percent of those starting in Fall 1995 to 51.3 percent for students in the Fall 1999 cohort (see Figure 16).

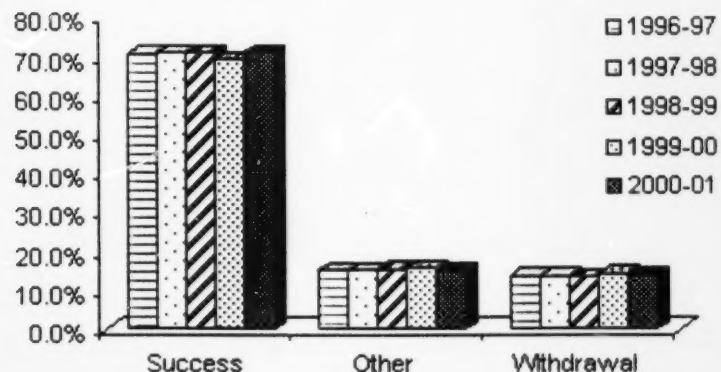
Figure 16.
Persistence Rate of Newly Matriculated
Students Through Four Semesters



Annual Course Completion Rates

The percentage of successful grades has remained stable over the period with a very slight decrease in 1999-00 when the percentage was 69.6 (see Figure 17). The successful annual completion rate of 70.2% is the highest for the period and higher than the statewide average of 67.9%. Withdrawals declined from 14.4% in 1999-00 to 13.8% in 2000-01 (The "Other" category includes incomplete and unsuccessful grades – D, F and no credit).

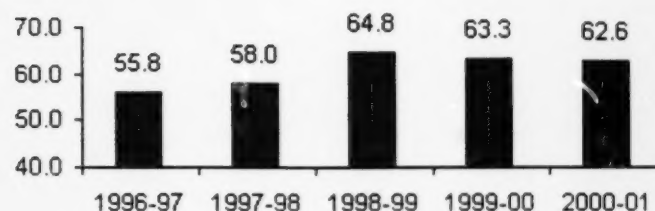
Figure 17. Course Completions and Withdrawals
Annual Rates 1996-97 to 2000-01



Course Completion Rates for Basic Skills Courses in Math, English and ESL and Progress in Completing Subsequent Courses that Lead to College-level Work

The percentage of successful basic skills course completion has improved significantly over the past five years from 55.8% in 1996-97 to 62.6% in 2000-01 (see Figure 18). The last two academic years, however, have recorded a slight decline.

Figure 18. Percentage of Successful Grades
in Basic Skills Courses
1996-97 to 2000-01

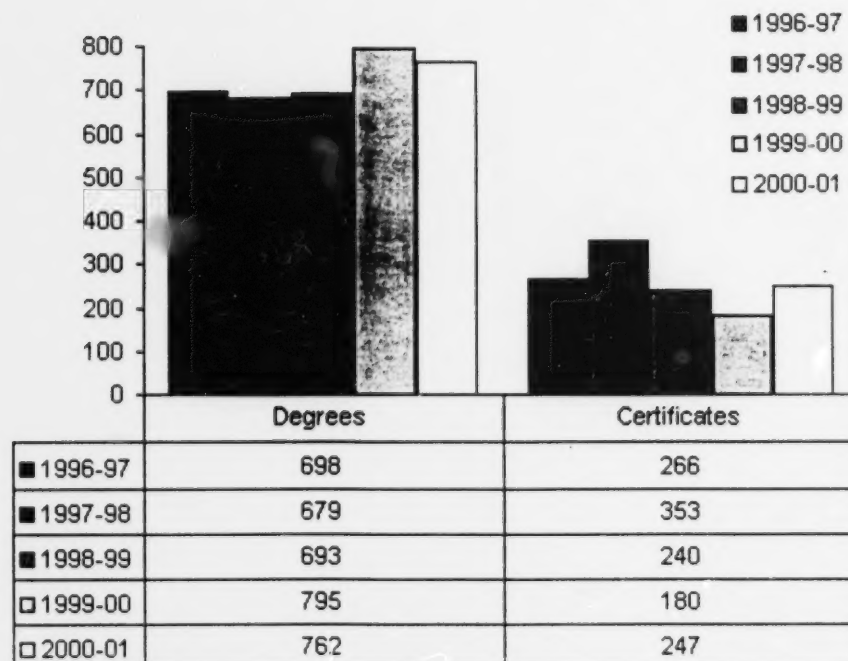


The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern for SBCC. In English, 54% of the students new to the College who enrolled in a basic skills course in Fall 1997 enrolled in a higher level course in the same area of study and completed it successfully within a three-year period (ESL not included). Of the same group, 47% completed successfully the English freshman level course within the same period. In mathematics, these percentages are lower. 34% of the students who enrolled in a basic skill Math course enrolled in a higher level course in the sequence and completed it successfully within three years. Of the same group, 23% enrolled and successfully completed a college level math course within three years.

Degrees and Certificates Awarded

The number of Associate Degrees has increased by 9% over the period (see Figure 19). After a steady increase over the first four years, the number declined by 4% from 795 in 1999-00 to 762 in 2000-01. The number of Certificates has decreased after it peaked at 353 in 1997-98. However, there was a substantial increase of 37% in Certificates from 1999-00 to 2000-01.

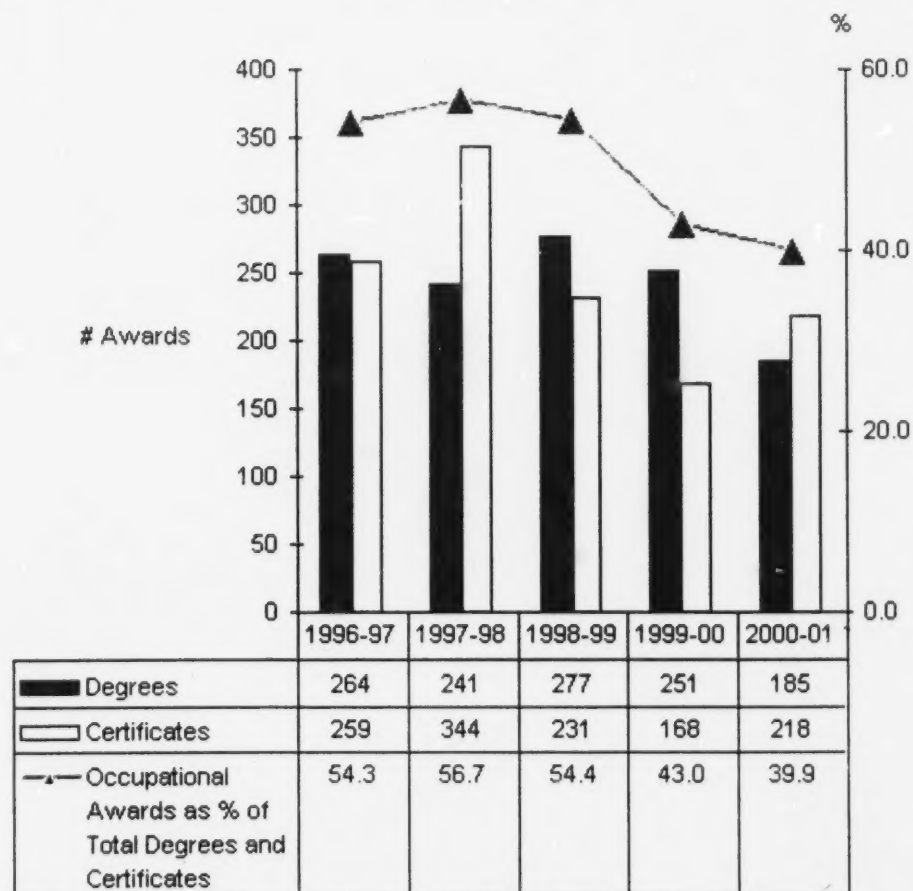
Figure 19.
Number of Associate Degrees and Certificates Awarded
1996-97 to 2000-01



Degrees and Certificates in Occupational Programs

The number of students earning an Associate Degree or a Certificate in an occupational program decreased by 23% from 1996-97 and 2000-01 (see Figure 20). The awards in occupational programs have decreased significantly as a percent of all degrees and certificates awarded, from 54% in 1996-97 to 40% in 2000-01. The number of certificates, although smaller than in the first two years of the period, has increased by 30% in 2000-01 compared to the prior year.

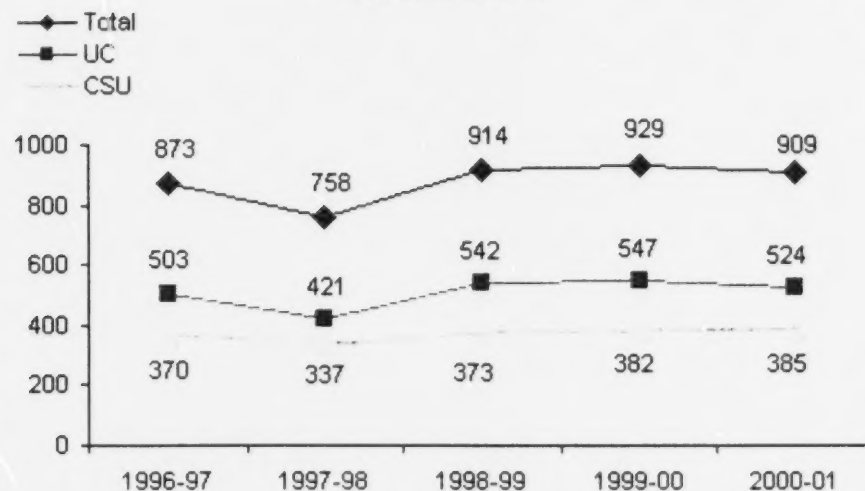
Figure 20. Occupational Degrees and Certificates
1996-97 to 2000-01



Number, Ethnicity and Rate of Transfer to University of California, California State University Campuses and Other Institutions

The number of SBCC students transferring to UC and CSU campuses has increased by 4% over the period (see Figure 21). The number of transfers decreased slightly in 2000-01 compared to the prior year. SBCC continues to be one of the largest feeder schools to the UC system. Caucasian students represented 70.2% of the annual transfers to UC campuses compared to 60.5% in 1998-99. For CSU annual transfers, the percentage of Caucasian students has increased at a lower rate: from 56.8% in 1998-99 to 58.4% in 2000-01.

Figure 21. SBCC Transfers to UC and CSU Campuses
1996-97 to 2000-01



The annual transfers to UC and CSU campuses represent only part of the transfer picture. The National Student Loan Clearinghouse's Enrollment Search service provides, at the College's request, transfer information on specified cohorts of students who formerly attended SBCC. Of the 6,050 students who last attended SBCC in Fall 1998 or Spring 1999, 2,518 (41.6%) transferred to another institution (in- or out-of-state, public or private, two- or four-year) by July 2001. 1,316 (22%) transferred to four-year colleges and universities. This data indicate that more than 1 in 5 students who last attended SBCC in Fall 1998 or Spring 1999 transferred to a four-year college or university within less than three years. Out-of-state transfers included colleges and universities in 39 states.

Institutional Effectiveness in the Area of Student Success

Over the past five years the College has maintained the levels of student success in the areas of persistence of newly matriculated students and overall course completions. The high proportion of students entering with serious basic skills deficiencies, especially in Mathematics, remains an area of concern for the College. SBCC has made substantial progress in the completion rates of basic skills courses in Math, English and ESL. Students' progression through the sequence of basic skills courses and into college-level work continues to concern the College. After a period of decline, the annual transfers to UC and CSU campuses have increased in 1998-99 and 1999-00 but declined in 2000-01. However, using for the first time transfer information from the National Student Loan Clearinghouse, transfers of cohorts to four-year institutions who last attended SBCC in Fall 1998 or Spring 1999 is over 20%, indicating that the college transfers a large number of students to out of state public and private and California private institutions. The overall number of degrees has decreased in 2000-01 while the number of certificates awarded has increased significantly, with fewer degrees but more certificates awarded in occupational programs.

College Action in the Area of Student Success

The College will continue to maintain an atmosphere that supports quality instruction and promotes student success. Through its new Student Success initiative implemented last year and other actions, SBCC will continue to make concerted efforts to increase student course successful completion and persistence, degree attainment, transfers to four-year institutions and workforce preparation.

CHAPTER III HUMAN RESOURCES

Faculty and staff diversity continues to be a statewide and College initiative. Its development is achieved in large part through the hiring process.

Assessment Measures

Gender and Ethnic Composition of Faculty and Staff

The percentage of women within SBCC's regular faculty, administrative/management employees, and classified staff has increased. For the first time during the period, the percentage of female contract faculty exceeded 50%. The percentage of female managers has also increased significantly, reaching 58% in 2000-01 (see Figures 22, 24, and 26). The percentage of minority faculty and managers has declined, particularly for the latter, whereas for classified staff continued to increase (see Figures 23, 25 and 27).

Figure 22. Total Contract Faculty and Percent Women
1996-97 to 2000-01

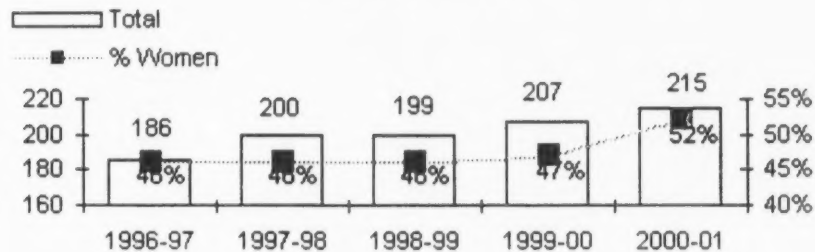


Figure 23. Total Contract Faculty and Percent Minority
1996-97 to 2000-01

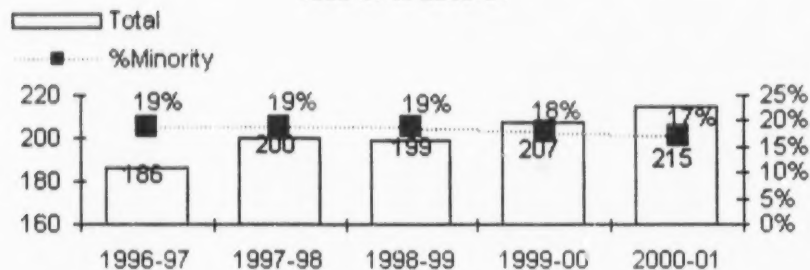


Figure 24. Total Classified Staff and Percent Women
1996-97 to 2000-01

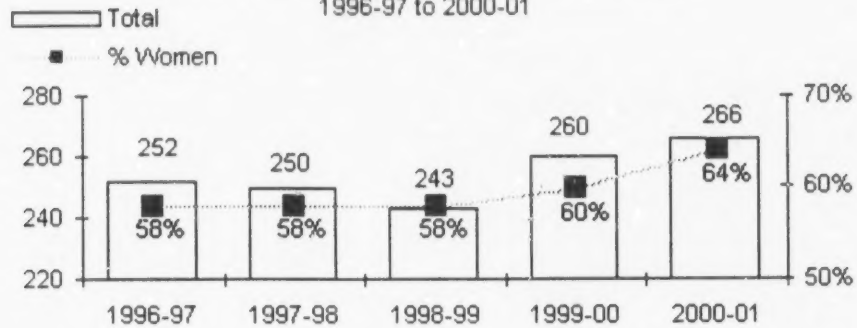


Figure 25. Total Classified Staff and Percent Minority
1996-97 to 2000-01

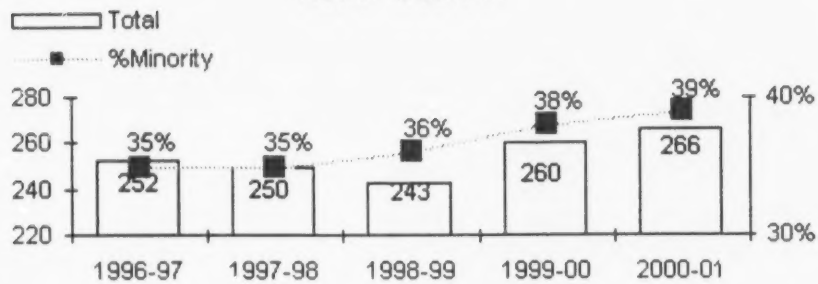


Figure 26.
Total Administrators /Management and Percent Women
1996-97 to 2000-01

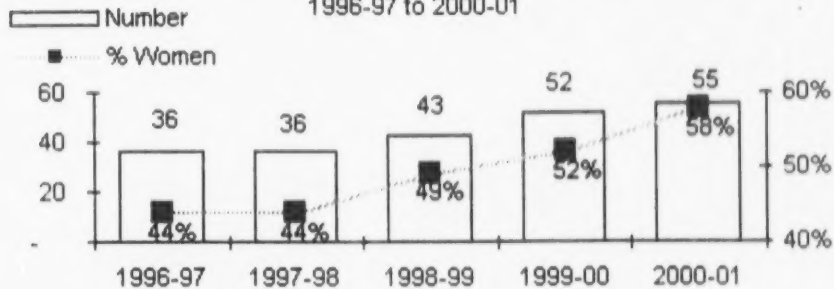
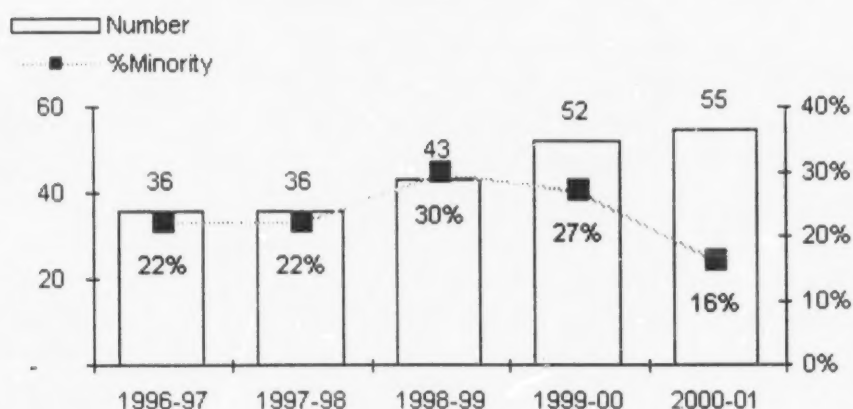


Figure 27.
Total Administrators/Management and Percent Minority
1996-97 to 2000-01



Ethnic Composition of New College Hires

Over the past five years there has been a fluctuating percentage of ethnic minority staff hired to fill regular faculty, classified staff and administrative/management vacancies (see Figures 28, 29, and 30).

Figure 28. Number of Faculty New Hires
1996-97 to 2000-01

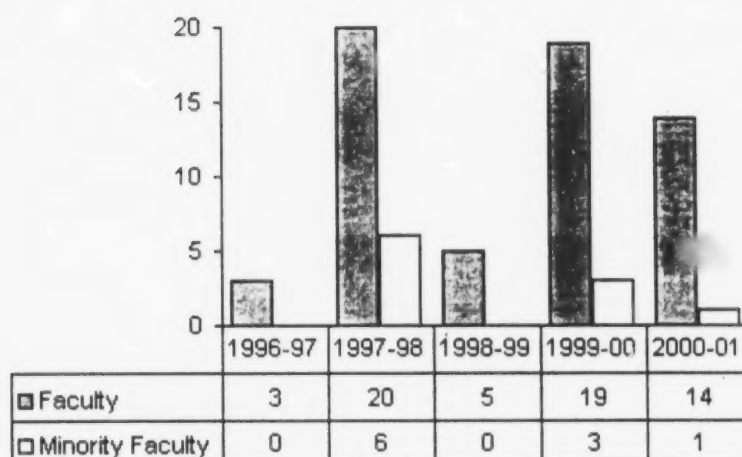


Figure 29. Number of Staff New Hires
1996-97 to 2000-01

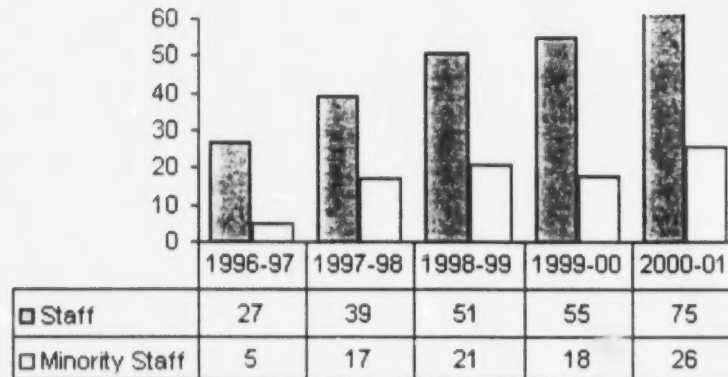
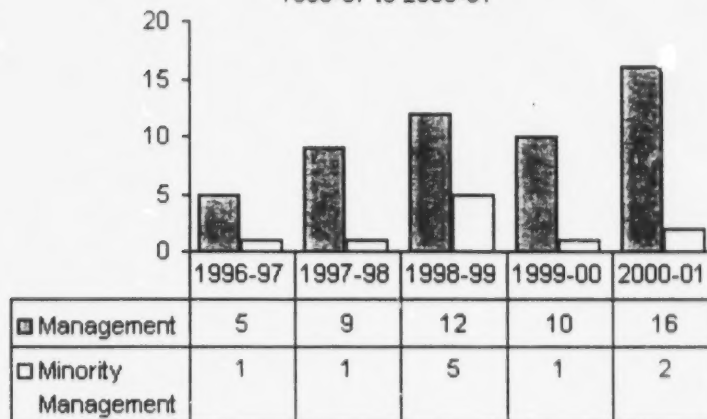


Figure 30. Number of Management New Hires
1996-97 to 2000-01



Institutional Effectiveness in the Area of Human Resources

Over the past five years the percentage of women employees in the three groups - full-time faculty, administrators/managers and classified staff - has increased. For the first time in five years, the percentage of women faculty surpassed 50%. The percentage of minority employees has decreased slightly among full-time faculty and significantly among managers but continued to increase among classified staff.

College Action in the Area of Human Resources

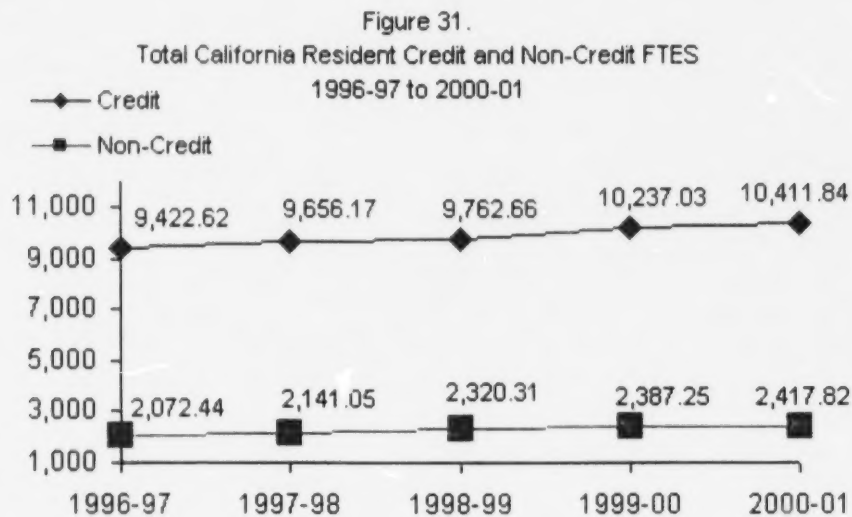
The College will continue affirmative action efforts, especially in hiring faculty and management positions. New affirmative action recruitment and advertising efforts will be made for part-time hires.

CHAPTER IV FISCAL AND PHYSICAL RESOURCES

The fiscal condition of the College continues to be a priority concern for the Board of Trustees, management, faculty, and staff of the institution.

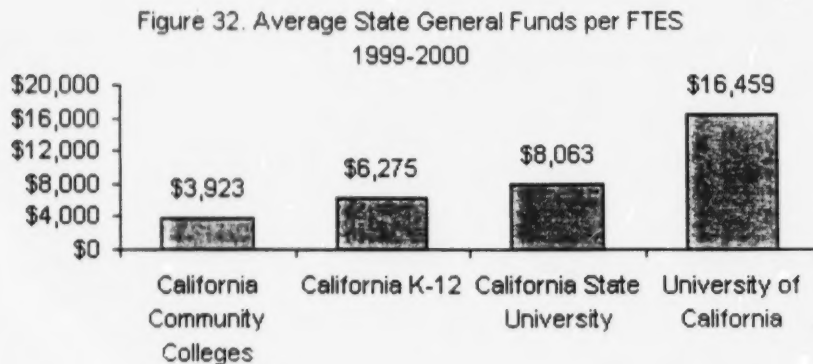
Meeting Cap on Full-time Equivalent Students (FTES)

The total California resident FTES increased by 11.6% between the 1996-97 and 2000-01 fiscal years. The credit FTES increased 10.5% whereas the non-credit FTES increased by 16.7% (see Figure 31).



Average Funding per FTES

The average state funding per California Community College FTES continues to remain much lower compared to California K-12, CSU and UC (see Figure 32).



Revenues and Expenses

The unrestricted general fund revenues have increased steadily over the last five years, the 2000-01 fiscal year bringing the revenues over 50 million. Expenditures from the unrestricted fund have also increased as the College has had to respond to the increased need for additional faculty and staff due to the enrollment growth and diversification of programs offered at SBCC.

Maintenance of Reserve

A central indicator of overall District financial health is the ability to maintain an adequate reserve for contingencies. Fiscal planning is based on the District's ability to accurately forecast revenue and expenditures well in advance. This planning activity is dependent upon estimates of student workload, as well as state and federal funding mechanisms. In spite of the budget uncertainty and limitations, the College has maintained its stated policy of maintaining a five-percent contingency reserve in its operational budget.

Funding for Equipment Replacement

Through the establishment of an Equipment Replacement Fund and the allocation of lottery revenues for funding equipment, SBCC has been able to systematically renew and replace College equipment. As the College's use of technology has expanded, the equipment budget for technology renewal and new initiatives was increased from \$320,000 per year to \$920,000 per year. This increase has allowed the District to reduce the replacement cycle for computer equipment from a nine- to a five-year cycle.

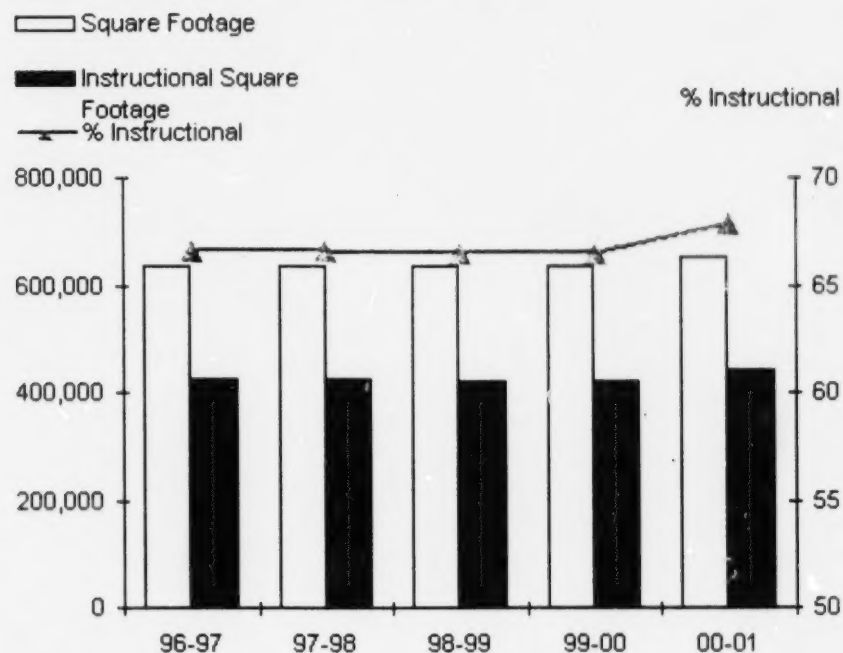
Funding for Maintenance

On-going facility maintenance needs are met through a combination of State-funded and District-funded projects from the Construction and Renovation Fund. A total of \$4.5 million was transferred to the Construction and Renovation Fund in 2000-01 to meet the needs for facility repair and renovation.

Campus Buildings

The overall space available for instructional and non-instructional activities at the college (including the two continuing education centers) has remained constant over the period, with a slight increase in 2000-01. The overall space available in 2000-01, was 651,747 square feet with 442,289 or 68% dedicated to instruction.

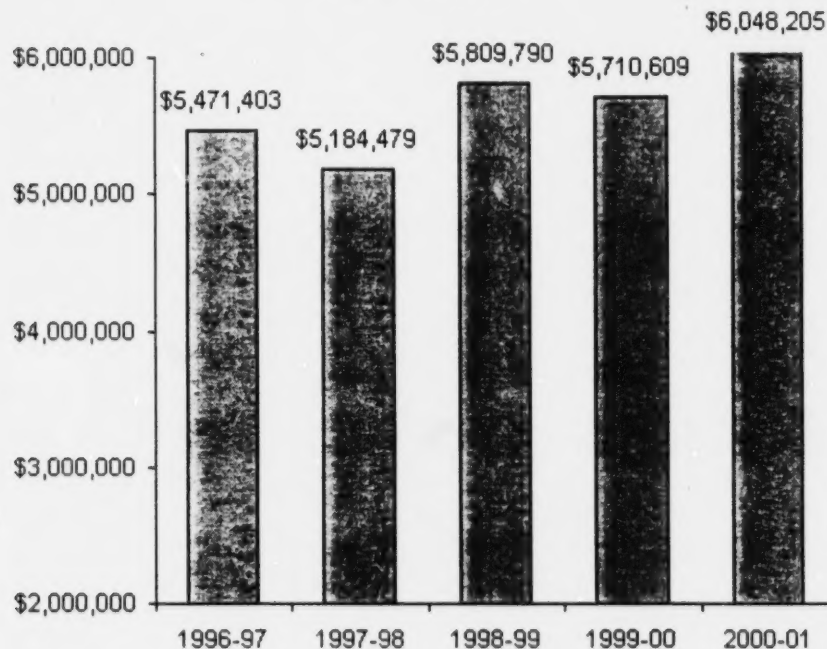
Figure 33. SBCC Building Space - Square Footage
1996-97 to 2000-01



The Foundation for SBCC

The Foundation for SBCC was established in 1976 as a not-for-profit 501(c)(3) corporation with the purpose of supporting the College's mission. The primary mission of the Foundation is to provide financial support that aids SBCC in achieving a level of excellence beyond what is possible with state funding. The total amount raised annually by the Foundation has increased by 10.5% over the period (see Figure 34).

Figure 34. Funds Raised by The Foundation for SBCC
1996-97 to 2000-01



Institutional Effectiveness in the Area of Fiscal and Physical Resources

During the years of severe fiscal instability, the Board of Trustees and staff avoided significant fiscal problems by diligently developing and administering the budget. The recent cuts in the California community colleges' budgets and the perspective of an uncertain budget in 2002-03 indicate that the effort to maximize the efficient use of those resources must continue.

College Action in the Area of Fiscal and Physical Resources

The College is continuing to utilize business process reengineering techniques to maximize the use of resources, meet long-term budget limitations, and provide faculty and staff salary increases. A financial system conversion was implemented July 1, 1998 as part of the reengineering process and as the first step in developing a college-wide integrated database and management information system.

**2000-2001 Report on the Comprehensive Accountability System
of Santa Barbara City College**

**From the Office of President/Superintendent
Peter R. MacDougall**

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The report is also available on the Web at:
www.sbccc.net/rt/ir/institutionalresearch.htm

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